**K-5ELA Lesson Plan**

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| **Teacher:**  **Michelle Lee, Brittany Baldwin, Anna Potts** | | **Grade:**  **2nd** | | | **Date(s)**: 9/12 (1 day) |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 4- Biographical Writing** | | |
| * **Essential Question(s):** How does asking and answering questions help me to understand key ideas and details while I read? How do good writers tell the story of someone else’s life? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  “Barack Obama” projectable text or Ronald McNair story  Writing Process powerpoint  Chart Paper  Markers  Paper  Crayons | | | | **Biography, fact, writing process, brainstorming, organizing** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled (Me)  X Shared (We)   * Guided Practice (few) * Independent (you) | **Reading**  **Standards: RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s):** I can ask and answer questions to demonstrate the understanding of key details.  **Instructional Plan:**   * After writing, introduce “Barack Obama” text to students * Ask students to make predictions about the main idea of the story and the challenges he might have faced * Echo read story with students, stopping to discuss vocabulary in context and comprehension * Work together to write facts learned about Obama and create a main idea sentence about the text. (as students write in their journal) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: W.2.2**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **I Can Statement(s):** I can write informative pieces.  I can use facts in my writing.  **Instructional Plan:**   * Show “writing process” power point as review * Teacher will add to writing process anchor chart, adding Make a Draft (ask students what came after brainstorming and organizing on powerpoint) * Model for students how to take graphic organizer and begin story. Introduce Main Idea (as the most important idea of your story) Model sounding out words to spell and rereading to figure out what to write next. * Let students help you figure out what to write next based on your organizer. * Have students discuss their graphic organizer with their table group and brainstorm main idea sentences. Early finishers can “edit” partners papers. * Let students begin their first draft of their biographies. * Teacher will conference with students as they work. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Word Study**  **Standards: L.2.2.e.**Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives  **I Can Statement(s): I can demonstrate how to spell words using the sounds. I can demonstrate how to check the spelling of words by looking them up in the dictionary.**  **Instructional Plan:**  **\***During writing model for students how to “sound out” words by stretching out their beginning, middle and end sounds.  (\*during editing show students how to circle words they were unsure of and look them up to find the correct spelling- add editing to anchor chart for writing process) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts*with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **I Can Statement(s): I can follow the rules of discussion and add to what was said.**  **Instructional Plan:**  \*See Reading and Writing- reading discussion and writing conferencing | | | | |
| **Closing/Summarizing Strategy** | Students will get a label (sticker) with a statement about main idea, biographies or the writing process and they will place the sticker in the proper place on a 3 column chart. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who finish early will begin their power point. | | Students can meet with teacher to identify which ideas to write first. Color coded organizer can be used. | | | Students can meet with teacher to identify which ideas to write first. Color coded organizer can be used. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student writing | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*